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| **Lesson Plan Feedback** |
| Your name: Emily Wilson |
| Partner’s name: Joshua Walker |
| 1. What are the strengths of the lesson (include aspects such as content, structure, UDL, accommodations, assessment, etc.)?  One of the strengths of this lesson is the independent practice using the whiteboards because that gives the teachers an opportunity to assess student comprehension throughout the lesson.  Another strength of the lesson in the use of measuring the desk and another rectangular object as a more hands’ on approach to teaching perimeter and allowing the students to do more than just a paper pencil practice. |
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| 2. What are potential areas for improvement?  An area for improvement would be with explanation of the P=2L+2W for the rectangle. As a personal preference I don’t really teach my kids this as a formula…more as a concept. We want students to understand that there are two pairs of congruent sides so they can multiply the length and width each by 2 to get the perimeter…however, since there is only a perimeter formula for rectangles and not other shapes, I find that students tend to get confused. I just have my students “add up the sides” and then if there’s a side that’s repeating they can choose to multiply a repeated side by the number of times it is repeated. I also show them that this is a shortcut, but they will get the same answer without the multiplication as long as they include all the sides in their addition. Just a thought! ☺ Do whatever you are comfortable with! I just am trying to teach less and less formulas and more conceptual understanding! |
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| 3. General Comments  Is this a 1 day lesson or over more than 1 day?  Where will you let the students find the other rectangular shape to measure? Will you bring different objects in for them to choose from, or will they find them in the classroom or outside? I could see that this could become confusing if students are choosing their own objects without guidance. Again, just a thought!  Thanks! |
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